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ABSTRACT

Survival Skills for Urban Women is a series of 10 3-hour workshops designed for low-income minority women. The workshops cover the following topics: (1) assertiveness; (2) personal health; (3) nutrition; (4) money management; (5) child management; (6) legal rights; (7) self-advocacy; (8) crisis coping; (9) community resources; and (10) re-entry to the world of work and education. A total of 31 women participated in three survival skills training groups involved in three studies over a period of three years. The program was improved as 28 groups (over 300 women) were trained in the Kansas City (Kansas) area. Using evaluation measures of workshop unit tests, direct observations of participant behavior (studies 1 and 2 only), direct observations of facilitator behavior, take-home practice projects completed, and attendance at sessions, for process, outcome and participant satisfaction, it was demonstrated that the survival skills were effectively mastered and that improved versions of the program increased participants' application of the program content to their everyday lives. The program offers the opportunity for women to acquire key skills and to develop social networks, which guard against the isolation so common in urban environments. The model is being disseminated to community agencies that deal with women. Five tables and seven figures present definitions and statistical data. (VM)

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Developing Survival Skills Workshops for Urban Women

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Abstract

This paper describes the development of a program for women's survival skills. In three studies reporting results representative of a total application of the program to 28 groups (over 300 women), the effects of the program and changes made to improve it over a three year developmental period, are reported. Using process, outcome, and participant satisfaction measures, it was demonstrated that participants could effectively master the content of 10 Survival Skills units during workshops dealing with such issues as assertion, child management, crisis preparation and management, and reentry to the world of education ans work. Participants' and trainers' behavior was described using direct observation during the workshops to assess procedural reliability. Further, it was demonstrated that improved versions of the program increased participants' application of the program content to settings in their everyday life. They also reported increased skills in the areas of business and education, personal life, and crisis management. The implications of this mediated training program and its developmental process are discussed.

Developing a Program for Womens' Survival Skills

Applied behavior analysis emphasizes socially relevant problems (Wolf, 1978) and the development of behavioral programs for problems specific to women is a growing area of interest in behavioral research (Blechman, 1979, 1980; Wooley, Wooley & Dyrenforth, 1979). Much of the literature to date has focused on social problems in various settings with females as the major consumers or subjects of the research (e.g., teacher training, parent training, paraprofessional training, etc.). Some research has focused on identifying effective practices for problems which are specific to women because of their social or political status in this culture. Such sex-specific problems as depression (Hammen & Peters, 1977; Lewinsohn, 1974), assertiveness (Hull & Schroeder, 1979; Linehan, Goldfried & Goldfried, 1979), and weight loss (Jeffrey & Wing, 1979; Wing, Epstein, Marcus & Shapira, 1981) have their etiology in social ecology or the social-political context in which women function (Albee, 1982; Blechman, 1980; Dobash & Dobash, 1982).

Cultural stereotypes of women as recipients of custodial care and/or institutional dependency combined with the paternalistic settings in which many women function (i.e., marriage, welfare, therapy) provide a powerful range of ecological variables that create separate and unequal social ecologies for women and for men (Blechman, 1980). As a result, life problems arising from this social ecology have effected women's unequal representation in the job market and overrepresentation among seekers of mental health treatment and other forms of social assistance (Arvey, 1979; President's Committee on Mental Health, 1978). Traditional therapeutic training, or "helping" programs for women from this perspective, often rob the recipient of opportunities to acquire the skills needed to avoid reliance on pater-

nalistic treatment in the future. Thus, the problems of women are often exaceperated rather than ameliorated. Adult women may find little opportunity and reinforcement for learning and maintaining behaviors that are instrumental in academic and economic settings over time.

Programs designed to provide the opportunity for adult women to acquire and use instrumental skills for purposes of economic and personal independence are comparatively few (Blechman, 1979, 1980; Tennov, 1976; Vaughton, 1976). One exception, however, is Survival Skills for Urban Women, a program for low income women. The program, developed over a three year period of research, provides procedures for conducting 10 group sessions covering important instrumental skill topics, including the development of social networks among women. The program is peer mediated and materials for peer mediators, and materials and procedures for agency level service providers, are available (Tharp & Wetzel, 1969; Bernstein, 1982).

The purpose of this paper is to report on the development of this community-based peer mediated intervention program for women's survival skills. Specifically, the program's development will be described and results presented for three groups representing the application of early and later versions of the program. In total the program has been replicated in 28 groups in the metropolitan Kansas City area. A particular emphasis will be upon the use of multi-level assessment strategies and replication used to direct the development of the program over time.

Method

Subjects and Settings

Thirty-one women participated in three survival skills training groups. Group 2 was originally comprised of eleven Head Start mothers. Most Group 2 women lived in a public housing complex. Group 8 contained ten partici-

pants previously involved in a family education program operated by a community learning center. Group 20 consisted of eleven women who

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Insert Table 1 About Here

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responded to a community outreach effort sponsored by the Kansas City, Kansas Community College. Across a number of demographic variables the women in Groups 1 and 2 appeared highly similar but differed in several respects from Group 3 participants. More than half of the first two group members were minorities (i.e., black or Hispanic), only three Group 20 members were minorities (See Table 1). Half or more of the women in the first two groups were unmarried and heads of households, averaging three children per household. Group 20 contained fewer heads of households who had fewer children on the average. Annual incomes were in the $3-5,000 range for the first two groups, while Group 20 fell in the $10-15,000 range. The groups did not differ markedly in average obtained education, 11-12 grades. Four women in Group 2 were employed, none in Group 8 and three were employed in Group 20. Women in both groups indicated they had used, on the average, 2 social services (range 1-3 in Group 2 and 0-5 in Group 8), and three services in Group 20 (range 0-15). None were enrolled in other educational or training programs.

Three trainers, known in the program as community facilitators (CF), conducted and lead the training sessions. The trainer for Group 2 was a 32-year old female who was initially hired as the project's secretary. The second trainer was a 36-year old black female hired specifically to function

as a community facilitator trainer in the program. Both of these women had completed GED requirements for high school graduation and had participated in the original design and development of the program in addition to actually training the women. The third trainer was a 38-year old white graduate student affiliated with the Juniper Gardens Children's Project and the University of Kansas. She had not had prior experience developing or using the program.

Participants were trained in classroom settings with chairs and tables to accomodate participants. Group 2 was trained in a classroom at a local elementary school, Group 8 was trained in a conference room at the community center, Group 20 was trained in a conference room at the community college.

Assessment

The dependent measures were organized into three separate areas, process, outcome, and participant satisfaction. Process measures were indices of client behavior change as a result of each workshop and were indicative of the immediate effects of each workshop on key target behaviors. These measures were administered during or after each workshop session. Outcome measures were designed to be indicative of the summative behavioral gains made by clients. These measures were administered twice, first at pretest, prior to attending any workshop session, and, secondly, at posttest following the 10th workshop session. A satisfaction measure was used to assess participants' evaluation of the complete program. This measure was administered after the last session.

Process measures. Five process measures were used. These were: (1) workshop unit tests, (2) direct observations of participant behavior (Studies 1 and 2 only), (3) direct observations of facilitator behavior, (4) take-home practice projects completed, and (5) attendance at sessions.

The workshop unit tests were ten item quizzes covering the major objectives taught in each of the ten workshop sessions. The items were true-false, multiple choice, or fill in, and could be objectively scored. The tests were administered at the beginning and ending of each workshop.

The observation system was designed to allow recording of both participant and CF behaviors during each workshop session. Using a five second interval sampling system it was possible to record the occurrence of social interactions involving participants and nine categories of non-interactive behavior. Behavior of participants included: (a) verbal praise, (b) verbal descriptive praise, (c) negative verbalization, (d) non-verbal negations, (e) social talk, (f) asking questions, (g) no response, (h) non-verbal praise, (i) attending, (j) starting an interaction, (k) responding to an interaction, and (l) continuing in an interaction. The CF's behavior included those above and, (a) teaching, (b) monitoring, and (c) listening.

Observers coded the CF for 5 seconds, then participant 1, then the CF again, then participant 2, etc. This rotation continued until all participants had been observed once. Participant 1 was then recorded a second time and the process repeated. In this way each person's behavior scores were representative of the entire workshop period.

Insert Table 2 About Here

Interobserver agreement on the code consisted of checks in which two observers coded the same participant and trainer. Agreement was computed using the percent interval agreement method (number of agreements/number of agreements plus number of disagreements x 100). Intervals in agreement averaged 90.5% and ranged 85 to 96% over the checks.

Practice projects were assigned at the end of each workshop session as a means of facilitating generalization of the skills trained to the participants' daily life situations. Practice projects were assigned using a goal card on which the objective for the participant was written. Return of the completed goal card with products or signatures of persons included in the task provided naturalistic evidence that the task had been carried out.

Workshop attendance was recorded for each participant. Attendance was defined for a participant when both pre and post unit tests were completed by each participant. This indicated that the participant had been in attendance for the entire session. If either was incomplete, attendance was not recorded for the participant.

Outcome measures. All outcome measures were administered prior to workshop 1 and after workshop 10. These measures included: (a) a composite survival skills knowledge test, and (b) a participant urban living skills self-rating.

The survival skills knowledge test was a 50 item test based upon a random sampling of items drawn from the 10 single unit tests. The test was objectively scored and a percentage correct derived (number correct items/ total items x 100).

The urban living skills self-rating was a 55 item report.[1] It was developed from an original list of 500 behavior descriptions generated as descriptive of competent women. Ratings of these 500 items by 24 experts in women's education and service programs were used to reduce the number of items to 55. These items were then organized into six categories and scores derived for each single category and for the total composite. The categories

were: (a) social, (b) home, (c) business/professional/educational, (d) children, (e) personal, and (f) crisis. Single items were rated on a seven point Likert scale, with one equal to the lowest rating and seven equal to the higest rating. Category scores were the average of items in each category.

Participant Satisfaction Measures. A final assessment was given at the post interview to measure participants' satisfaction with the program. This measurement consisted of six questions soliciting participants' responses. Responses were recorded on a one to five scale with five defined as extremely satisfied and one defined as never satisfied. The questions included the following:

1. I found the Survival Skills Workshops interesting?
2. The handouts were useful?
3. Information presented during workshops is helpful now as well as later?
4. I would recommend the series of workshops to a friend?
5. I intend to go back and use information provided as needed?
6. I find I am now more capable of meeting my future goals?

General Procedures

Survival Skills for Urban Women is a series of 10 three-hour workshops designed for minority, low-income women (Thurston, 1981). The workshops cover topics in: (a) assertiveness, (b) personal health, (c) nutrition, (e) money management, (f) child management, (g) legal rights, (h) self advocacy, (i) crisis coping, (j) community resources, and (k) re-entry to the world of work and education. The specific workshops and the content of each are summarized in Table 3.

Insert Table 3 About Here

Workshop development. Each workshop was developed through a series of evolving steps that include: (a) selection of a topic area as an important skills component for urban and minority women, (b) development of topic objectives to be taught in the workshops and learned by participants, (c) development of the procedures for establishing the objective during the workshop period and for extending these performances to the participants' life settings, (d) analysis of the match between objectives, teaching procedures, procedural reliability during workshop training, and the selection of unit test items, and (e) repeated trial and revision of the workshop procedures in applications with groups.

Topics for the ten workshops were selected based upon the sampled opinions of the most important "survival skills areas" by administrators and staff of agencies and organizations that work with urban women, and by women who utilized the serviced of programs at the Juniper Gardens Learning Center. In addition, an analysis was made of the calls made to a local television station "Call for Action" service, to determine the most frequent areas of problems and complaints received by that service.

After each topic was selected, information was gathered about the topic and "experts" in each field were consulted. From this information, general unit goals were developed and a task analysis was performed on the skills outlined in the unit goal. Instructional objectives were then written for each workshop that included a set of instructor's behavioral objectives and a set of behavioral objectives for the workshop participants.

Procedures were then written to carry out the instructional objectives of each unit. These procedures were written into a script for each workshop which specified the behaviors of the instructor. Procedures include very little "lecture" and rely heavily on initiating responding of the participants in role playing, games, small group activities, discussions, worksheets, and problem solving.

Each workshop was first presented to the entire project staff and was revised according to their suggestions. Then, each workshop was used with one group and was further revised according to feedback of the participants and the instructors, pre-post test data, and observations by staff members. Each subsequent delivery of the workshop was then revised, and in a few cases totally rewritten, to maintain participant interest, meet the units' objectives, and produce learning on the part of the participant.

Finally, as part of the revision process, each workshop script was compared to the original objectives. The part of each script that outlined the procedures that matched the objective was then compared to the test question to assure that the item tested the original objective. If it did not match, the test item was changed. If it matched well but a low posttest group score was found, the teaching procedure was revised. In addition, as each workshop was given, procedural reliability was taken. Each item of the script was compared with actual performance of the instructor to assure that the workshop was taught as it was designed. This procedure assured congruence between the objectives, procedures, test items, and instructor performance for each workshop.

Workshop process. Each workshop followed a standard routine. As the workshop participants arrives, each signs in at a Workshop Monitoring Board, and joins others in discussing the practice projects they've done since the

last workshop. Each woman designs her own project and makes a commitment to do it before the next workshop. Then, she reports on her project and on other things she's done that reflect prior workshops. After this reviewing discussion, each participant takes a 10-item pretest and the facilitator introduces the current topic. There is often an activity to promote understanding of the importance of the topic and to relate it to individual needs and interests. As each skill is introduced, workshop participants practice the skills in role playing, group or individual projects, games, and discussions. There is a short break in the middle of each 3-hour workshop. The last half of the workshop requires participants to further apply the skills and generate ideas on ways to apply the skills to their own lives. After the posttest, group members design and make a commitment to complete their new practice project. Participants check out on the Workshop Monitoring Board before they leave to examine their progress.

Mediator training. The CF's were involved directly in the initial development of the program and thus were familiar with the content of each unit. During workshops CFs used workshop scripts, flipcharts, handouts for participants, a workshop monitoring board, practice project forms, and workshop data forms. Mediators also assisted in the development of these materials. In debriefing sessions with project staff after each workshop, the CFs worked on and practiced generic procedures including presenting to individuals, prompting participants responses, reinforcement styles and types of statements, and keeping the workshop on pace and on topic.

Study I

An Early Application of the Program

Subjects

Eleven women, identified as #16-26 in Group 2, served in this study.

Procedures

The ten workshops were completed over a period of 13 weeks using early drafts of the procedures. Christmas break accounted for the extra 2-week period. The procedures used for completion of practice projects at this time included only instructions to participants during each workshop to design and conduct them at home. Materials were provided to structure this outside opportunity for participants to apply what they had learned. This was done by designing a handout sheet. The sheet explained the goals of practice projects. It was to be filled out after completing the task, brought back in the following week, and posted so all could examine individual progress. However, due to fluxuations in content covered in each workshop, this material was often not handed out and no introduction or preparation was made for practice projects beyond the first meeting.

Results

Results will be reported for the process measures first, followed by the outcome and satisfaction measures.

Workshop tests. The average gain for participants combining the ten unit tests was 34%, $t(4)=2.27$, $p=.09$, p=ns. Participants moved from 37% at pretest to 71% by posttest. The range in average gains for the separate unit test was from 11% (re-entry) to 57% (community resources and legal rights)(See Table 4). The progress of each individual participant is pre-

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Insert Table 4 About Here

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sented in Figure 1. Gains for individuals over the workshops, while generally substantial, in some cases were variable or non-existant. Subject 16 in Workshop 1, for example, scored 80% at pretest and remained at 80% on the posttest. The same subject at workshop 10 scored higher on the pretest than on the posttest. Subjects 19, 21, and 23 had substantial problems with attendance, missing over one half of the workshop sessions.

Insert Figure 1 About Here

Participant Behavior. The data for participants behavior clearly indicated a high, consistant level of attention to the activities being presented, ranging 80 to 98%. Only in workshop 9 (community resources) was there a substantial deviation from this pattern. Here, increases were noted in the

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Insert Figures 2 and 3 About Here

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levels of participants questions, social talk, and no response. It was also noted that workshops 8 and 9 had the highest levels of participant social interaction scores for starting, responding, and continuing interactions had remained in the range 5%, 8%, and 10% of intervals, respectively. Thus, the participants, while maintaining a high degree of attention, did manage to maintain a stable and slightly increasing level of peer social interaction during the workshops. Other behaviors remained generally low and stable over workshops.

Facilitator Behavior. The CF demonstrated teaching behavior near 60% of the time in the first six sessions. This gradually declined until workshops 7 (self advocacy), 8 (crisis), and 9 (community resources), when it dropped dramatically by half, then returning to near 60% in workshop 10. Monitoring, no response, and listen remained relatively stable at 18%, 10%, and 6% until session 6 when a gradual increase in these behaviors occurred inversely covarying with the decline in teaching behavior. In the last workshop the CF's behavior returned to its pre workshop 6 levels. Thus, it appeared that there were fewer requirements for active participation in this session.

The facilitator also maintained stable levels of praising participants at just above 10%, and asking questions during the meetings. Only in meetings 8 and 9 did question asking drop to near 3%, returning to 10% in meeting 10.

Attendance. The total number of meetings attended by clients in Group 1 averaged 6.6, rnaging from 1 to 9 over participants. Four completed nine sessions, only one completed one session. The average persons at each meeting was 5, ranging from 2 to 6 persons per meeting.

Practice Projects. None of the participants in Group 1 completed a practice project.

Survival Skills Knowledge Test Outcome. The major gains on this measure were in the areas of: (a) business/educational/professional, (b) personal, and (c) crisis coping. These gains were .5, .7, and .5, respectively, and were over one half of a rating point in magnitude. Only the gain on personal

category was statistically significant at $t(4)=3.05$, $p=.03$. The remaining areas showed change ranging from -.1 to .2 and were not statistically different (See Table 5).

Insert Table 5 About Here

Participant Satisfaction Measures. Seven participants from Group 2 completed the consumer satisfaction survey. Statement #1, "I found the Survival Skills Workshops interesting", obtained a rating of five from 86% of the participants interviewed and a rating of 4 from 14% of the participants. Statement #2, "The handouts were useful", produced the same results as Statement #1. Statement #3, "Information presented during workshops is helpful now as well as later", indicated 70% of the participants believed this to be true always, and 29% felt this was true almost always. Statement #4, "I would recommend the series of workshops to a friend", also recieved a rating of five 71% of the time and a rating of four 29% of the time. Statement #5, "I intend to go back and use information provided as needed", found 86% of the interviewed rating this a five and 14% rating this statement a two. Statement #6, "I find I am now more capable of meeting my future goals", recieved the most varied responses. Fifty-seven percent gave this a rating of five, 29% gave this a rating of four, and 14%, a rating of two.

Discussion

This early application of the program demonstrated that participants could show some improvement in their unit mastery scores and their self ratings of personal skills. However, a number of problems were evident and procedures applied to correct them. These included cases in which participants scored higher on the tests at pre than at post, and instances of mini-

mum gain for some after the workshop. There also appeared to be little retention of materials learned in each session over the total ten weeks as the post survival skills test indicated only a 7% gain. Further, no practice projects were implemented. As a result, a number of activities were undertaken to ameliorate these problems and are reported in the next study.

Study II

An Application of an Improved Program Version

Subjects

The ten subjects identified as number 95 to 105 in Group 8 participated in this study.

Procedures

The ten workshops were completed over a period of 12 weeks, in March, April, and May of 1981. In this application an improved version of each workshop unit was used. Thus, prior problems and changes in teaching procedures, etc. were now included in this version. For example, a new component in this study was the use of a practice project goal card as a means for prompting and monitoring participants' generalization of workshop activities to events in their lives outside of workshop settings.

The prior practice project was drastically revised. At the end of each session the CF led the group through a planning exercise resulting in the planning of each individual's practice project for that week. A goal card was used on which the task could be written, and where and when it was completed. The concept of naturalistic evidence was introduced to participants as it was thought important that participants' reports of these activities have some objective basis. Thus, in some cases participants brought back products to verify performance of the project. A reviewing process was also added to the beginning of each subsequent meeting for the expressed purpose of examining the participants' practice project results. Participants were paired as they arrived and instructed to share each others project and to sign their goal cards after completing this review if evidence was provided. Peers could also provide supporting comments on the card. Cards were posted and recorded at each meeting.

Another change in the program included a review of unit test items based upon a consistency analysis that matched items to objectives to procedures based upon unit test data obtained in prior workshop groups. Here items on which participants scored high at the pretest phase, or consistently failed to score correctly on posttest phases were replaced with new, revised items. A third component was the revision of teaching procedures in the form of scripts such that it was possible to complete the appropriate training activities for each objective within the allocated workshop time period. These changes provided an objective basis for CF feedback. Thus, at this stage of program development many of the prior problems delivering training to the program objectives and program drift were overcome.

Results

As in Study I, results are presented for the process measures, the outcome measures, and conclude with the participant satisfaction measure.

Workshop tests. The average gain combining all 10 workshop tests was 49%. The pretest average was 22% which increased to 71% at the posttest phase. This large increase was due in part to the lower pretest average score for Group 8 participants compared to that of Group 2 (22 vs. 37%). At posttest, however, the two groups averaged equally well (71 vs. 70%). Individual workshop performances of participants indicated a higher minimum, 60 (Nutrition), and a higher maximum, 90 (Crisis), than that produced by Group 2, 56 vs. 80, respectively. Compared to the gains made by Group 8

Insert Table 6 About Here

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participants, this was a 15% increase overall. The individual participant results are presented in Figure 4. These data consistently show gains over the pretest performance for all participants. In contrast to Group 2 results there were no occurrances of participants scoring at the same level after the workshop and no participants showed lower scores on the posttest following the workshops.

Insert Figure 4 About Here

Participant Behavior. In Study 2, it was only possible to conduct observations on four of the ten sessions. These were sessions 3, 5, 6, and 10 (See Figure 5). Participants, as in Group 2 results, showed high levels

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Insert Figure 5 About Here

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of attention to the trainer or task during those workshops sampled (above 78%). Only no response showed an increasing trend, to about 18%, as social talk, question asking, and praise remained low and stable at 3 - 5%. Continuing, starting, and responding during social interactions varied slightly by behavior, all ranging within 2 - 10% of the session. These figures appeared very comparable to those produced by Group 2.

Facilitator Behavior. The CF demonstrated an 80% level of teaching in session three and dropped to 40 and below in subsequent sessions. This replicated the pattern seen earlier in Group 2, however, the onset of the drop appeared to occur earlier at Session 5, remaining below 40% through Session 10. Listening was considerably more variable, monitoring increased

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Insert Figure 6 About Here

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to 17% after session 6 and no response remained stable at 10 - 12%. These data tend to confirm the more interactional nature of the meetings after Session 5. The trainers' social behavior remained basically stable over the sessions. In Session 10, praise increased compared to the earlier sessions. Social talk was lowest throughout, followed by praise, and asking questions (See Figure 6).

Attendance. The total number of meetings attended by Group 8 participants averaged 6 and ranged from 1 to 10 sessions. Only 1 subject completed all ten sessions, three attended only one session. In each meeting the average number of subjects attending were 6, ranging from 4 to 7 per meeting.

Practice Projects. The average number of practice projects completed by subjects averaged 2 and ranged from 0 to 4.

Survival Skills Knowledge Test - Outcome. The average pretest score for Group 8 subjects was 20% (SD=9.4) and increased to 68% (SD=13.3) at the posttest administration, $t(4)=10.83$, $p=.001$. This was an average gain of 48%, substantially higher than the 7.2 obtained on this exam by Group 2 participants.

Urban Living Skills Self Rating - Outcome. Business/educational/professional and personal scales on the self rating showed the largest gains at posttest, replicating gains on this scale demonstrated by Group 2. However, they were not statistically significant. The Group 2 gain on the crisis scale not replicated in Group 8, as only a .1 gain, was noted.

Participant Satisfaction. Onlt three women from Group 8 completed the survey and all six questions recieved unanimous ratings of 5.

Discussion

The performance of this group was considerably improved over the previous one, particularly with respect to unit mastery and retention on the survival skills posttest following the entire 10 week program. Attendance at workshops appeared nearly equivalent for both groups, averaging about one half of those enrolled in each meeting. There was also some progress with the return of completed practice projects. However, this remained far below the program developers' expectations. Revisions of these procedures again became a major objective. In other areas (e.g., social behavior, self-rating, performance of participants, and the CF) behavior appeared similar to results of that in Study I. Study II participants, however, were more positive in their satisfaction ratings with all items receiving the highest level of satisfaction. The CF reported anecdotally that use of the revised scripts increased their ability to carry out the workshops.

Study III

Application of the Completed Program

Subjects

The eleven participants in Group 20 served in this study.

Procedures

The ten workshops were completed over a ten week period as previously described. Several variables, however, were different. First, a bound CF manual was used by the CR to direct training. The manual included the scripts for presenting each workshop in addition to information on general presentation style. The manual also included timelines and checklists to help the CF plan and prepare for each session. Secondly, the CF for this group was not provided training experiences beyond the information contained in the CF manual. The objective here was to assess the effects of the program when implemented under the minimum training conditions. The CF conducted the workshop at a local community college site.

The CF was observed by prior trainers while conducting sessions. These observations examined the levels of procedural reliability exercised (Billingsley, White, & Munson, 1980). This quantified the extent that the CF conducted the program as designed and specified in the program manual. On separate occasions samples were taken to assess the CF's: (a) getting ready, (b) standard presenting, (c) generic presenting, and (d) post workshop finalization. The percentages reflected the extent that the CF engaged in program required activities. These average percentages were 98%, 91%, 95%, and 100%, respectively. The range over ten observations was 84 to 100%.

In a third area, the prior practice project procedure was modified further. To insure planning was completed, participants were paired and their goal cards were peer signed before they left the session. Prior data suggested that participants could not be allowed to define their goals away from the session. The card was also modified to increase room for the participant to describe in more detail application of skills learned in previous workshops during the week. This was labeled a survival story. The total reviewing process was changed by allowing the CF the option to add a group review in addition to paired peer review. Thus, it was possible at times for individuals to report survival stories to the entire group as well as to a peer. Cards were also signed by the peer to indicate completion of the project.

Results

Workshop tests. The average gain for Group 20 participants over all ten unit tests was 54%, $t(7)=21.32$, $p=.001$. Participants increased from 30.1 to 84.2 on the average over ten units. The range in individual gains over units was from 24% for nutrition to 69% for legal rights (See Table 8). Individual pariticpant performance on the unit tests showed consistent gains on all tests (See Figure 7). Subjects did not score higher at the prephase than at post.

Insert Table 8 and Figure 7 Here

Participant Behavior. Data were not collected for Group 20.

Community Facilitator. Data were not collected for Group 20.

Attendance. The total number of meetings attended by participants in Group 20 averaged 7.8, ranging from 2 to 10. Two participants dropped out after the second meeting. Eight attended at least 9 sessions. The average number of clients at each meeting was 8.6 and ranged 6 to 11.

Practice Projects. The number of practice projects completed by the average participant was 5.7 and ranged from 3 to 8 per participant over all workshops. Each participant reported 1.9 survival stories in the projects and this ranged 0 to 4 per participant. These data were a dramatic improvement over these results in prior groups.

Survival Skills Knowledge Test - Outcome. The average participant demonstrated an average gain of 51.1% (SD=11.9) on this outcome measure following completion of all the workshops. This figure was substantially higher than that obtained in Study I. Participants increased from 14.6% at pre to 66.2 at the post phase, $t(7)=13.03$, $p=.001$.

Urban Living Skills Self-Rating Outcome. The significant gains on this measure were in: (a) social, $t(7)=2.25$, $p=.05$, Business/educational/professional, $t(7)=3.17$, $p=.01$, Personsl, $t(6)=3.12$, $p=.02$, and the total scale, $t(7)=3.17$, $p=.01$. Significant gains typically ranged from .6 (Social) to nearly one point at .9 (Business/education/professional). The remaining areas showed little change.

Participant Satisfaction. Statement #1, "I found that Survival Skills Workshops were interesting", received an average rating of 4.8. Statement #2, "The handouts were useful", recieved a 4.6 average rating on a 5-point scale. Statement #3, "The information during the workshops is helpful now as well as later", recieved a mean value of 4.9 from the participants.

Statement #4, "I would recommend the series of workshops to a friend", acquired a unanimous score of 5. The fifth statement, "I intend to go back and use information provided as needed", received an average score of 4.8. The final assessment, "I find I am now more capable of meeting my future goals", also showed a mean rating of 4.8.

Discussion

Clearly, the population of women in Group 20 differed in socioeconomic level, race, and number of children. These women had higher incomes, were more white, and had fewer children on the average. Fewer of them were employed, their level of education was equivalent, and more were in educational programs. As a result, direct comparisons between the first two groups and the third groups cannot be made directly. However, as a replication of the program it was noted that similar magnitude gains were made on the unit tests and the pre-post survival skills test particularly for Groups 8 and 20. Thus, participants tended to enter the program not having mastered the objectives in each unit and left with a considerable degree of mastery demonstrated. The social behavior comparisons could not be made as resources were not available for observations in Study III. Attendance and practice projects were dramatically increased in this last group, however, the specific reason for this increase (e.g., the procedure changes, or difference in population) await additional research. Anecdotally, however, the new procedure did appear to generate considerably more and continued activity with respect to the preparation and review of projects, and hopefully in the extent of generalization that occurred.

General Discussion

This report has discussed the development of a peer mediated program for women based upon a series of replications designed to allow modification of the program as a function of experience gained with the client population. By developing multi-assessment instruments related to the objectives of the program, the data they provided allowed for precision development and refinement. As demonstrated in cases where desired effects were not forthcoming, revision in the program was made and the effects reassessed in new applications. Success was indicated when favorable gains had been achieved by a majority of participants. The process, outcome, satisfaction organization of measures allowed for a careful analysis of participant behavior during each workshop and at home (practice-projects) over the ten weeks. The logic here was that one must be able to change the behavior of the participants during the workshop, the most immediate and direct opportunity for change. Using the workshop to mediate the clients behavior at home, through practice projects, and application stories was an attempt to promote generalization of new skills to settings not directly available to the trainers for control. The outcome measures examined the effects of the program over time and on more molar measures. Thus, it was demonstrated that trainees in Studies 2 and 3, using an improved program, did retain substantial information from the meetings immediately after the last unit. It was also noted that in groups 2 and 3 clients rated their professional/educational levels significantly improved. Client satisfaction measures also indicated a high value was placed on the training.

Long term follow-up data on these clients is currently being collected and will address the impact on variables such as educational and occupational variables at yearly intervals. It was not possible to devise more extensive generalization procedures and measures for this project, a common problem with adult programs, wherein direct observation, in home or community settings may be the only means for obtaining the necessary data on generalized effects. Additional research is needed in this area. Dissemination of the program to community agencies that deal with women is currently in progress. The program currently contains materials that will allow top down or bottom up application of the program as procedures are available for all levels of most service delivery systems.

Survival skills for urban women is an innovative approach to women's therapy and learning both in its peer mediated delivery system and in its program content. Peer mediation avoids paternalism and provides the experiences with a desirable role model, a women (CF) making progress in urban survival, in education, and in employment. The content is directed completely toward allowing women to develop independence from their traditional economic and institutional support system. It is based upon an analysis of what women need to escape dependence, and not upon a view of survival within the traditional social ecology. Thus, the program offers the opportunity to acquire key skills and to develop an important support network, a new community or social reinforcers among the other women in this group that can continue beyond the program itself. The program is an attempt to avoid the isolation described by Wahler, 1980; Wahler, Leslie, & Rogers, 1979, often affecting low income, urban women.

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Footnotes

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1. A separate contrast group's validity study comparing women who, at one time qualified as members in the participant population but had subsequently achieved evidence of educational and occupational independence were compared to the participant population. Significant differences between groups were noted only for the business/professional educational scale, $F(1,18)=5.60$, $p < .05$.

TABLE 1

Client Demographic Information

Group	Age	Race	Marital Status	Head of Household	No. of Children	Annual Income	Education Completed	Currently Employed	Enrolled in Education	Services Composite
2 (N=8)	X=26 Range= (23-42)	5 Blk 1 Hsp 2 Wte	4 Mrd 4 Umrd	4	X=2.5 Range (2-4)	X=2.8 Range (1-5)	X=11 Range (8-12)	4	--a	X=2.0 Range (1-3)
8 (N=10)	X=29 Range= (25-42)	6 Blk 4 Wte	3 Mrd 7 Umrd	7	X=3.4 Range (1-7)	X=2.0 Range (1-5)	X=12 Range (9-15)	0	0	X=2.0 Range (0-5)
20 (N=11)	X=35.8 Range= (19-54)	3 Blk 8 Wte	6 Mrd 1 Wid 3 Umrd 1 Sep	3	X=1.6 Range (0-4)	X=3.9 Range (2-5)	X=12 Range (8-16)	1	3	X=3.0 Range (0-15)

Income: 1 = 0-2999; 2 = 3000-4999; 3 = 5000-999; 4 = 10000-14999; 5 = 15000-19999

Blk = Black; Hsp = Hispanic; Wte = White

Mrd = Married; Umrd = Unmarried

Note --a = missing data for group 2

TABLE 2

Social Interaction Code Definition

Participant and CF Behavior:

(1) VP - Verbal Praise is coded when the participant or CF makes statements of approval, compliments, and praise directed to other participants and staff about workshop behaviors. For example, "Good, that's right", "Great!", "You did very well", "That's neat!", etc.

(2) VDP - Verbal Descriptive Praise is recorded when the requirements of VP are met and in addition, the bahavior being praised is described. It must include a description of the behavior (e.g., "Great! You just presented a good idea!"' "Typing your take-home project was a great idea! It really makes it look professionally done!", etc.) ("I think that money management will be very useful to me.")

(3) NV - Negative Verbalization is coded when statements are made by the target individual that include negation, refusal to comply or participate, criticism, blame, disapproval or disagreement. Any statement that demeans the efforts of another individual by including such words as stupid, crummy, childish, wrong, etc. (Does not include statements like, "Why don't you tell me that?")

(4) NVN - Non-Verbal Negative actions indicate non-compliance, disagreement, and refusal to participate (e.g., frowns, headshakes, leaving area while being spoken to, and/or failing or refusing to answer questions directed to the participant).

(5) ST - Social Talk includes any statement or questions asked by the target and directed to other group members that do not concern the special topics of the-workshop. In other words, purely social talk is recorded. Chit-chat about friends in common, other children, etc., and informal conversations about church organizations, husbands, children, clothes, vacations, political events, etc., apply. Talk related

to the workshop is coded under AQ, asking questions, or is included in AT, Attending/work.

(6) AQ - Asking Questions is coded when the participant directs interrogatives to other group members or staff that concern the topic of the workshop (e.g., "How often should one balance their checkbook?", "How many calories did you say are in granola?")

(7) NR - No Response is recorded if it is noted that the participant is not attending or for both participant and CF if no other code is applied. For example, instances of NR include looking out the window, staring at the floor, resting quietly in the corner with eyes closed, etc.

(8) NVP - Non-Verbal Praise indicates head nods, pats on the back, hugs and/or an arm around an individual's shoulder by the target individual or CF directed towards another participant or staff member.

(9) M - Monitoring includes times when CF is walking among groups, answering questions, etc., directing an activity that participants are involved in, etc.

(10) L - Listening is coded when CF is listening to participants or staff for the most part of the interval.

(11) T - Teaching includes lecturing, working with flip charts, implementing and demonstrating points based upon the workshop content. This will vary to some degree lesson by lesson, and can be verified by checking the CF's script for this lesson. Examples include: You note the CF is discussing budgeting and the lesson is budgeting. The CF is instructing group 1 participants to hand in their practice exercise, etc.

TABLE 2 (Continued)

(12) A - Attending/work is coded when the participant: (a) has head and eyes directed to the task at hand, including the CF when lecturing, and/or (b) is engaged in the task at hand, perhaps involved in role-playing, writing, assembling workbooks, etc.

(13) S - Starting a conversation/interaction is coded when you observe the participant initiate a conversation either verbally or gesturally. For example, you might see a target say "Hello, how are you today?" or smile and point to a group member who in return says "Hello".

(14) R - Responding is coded when the target is observed to respond to a start. The response, "I'm fine and you?" is a response as it occurs after someone started, saying "Hello" in the first place. Responses always follow starts.

(15) C - Conversation is coded when you observe that the interaction is continuing from a prior interval.

TABLE 3

Summary of Workshops, Topics

and Their Content

Topic	Content Description
Assertiveness	The objective of this unit is to distinguish between aggressive, passive, and assertive behavior; to increase awareness of assertive behavior as appropriate expression of personal thoughts and feelings which respects rights of self and others; to provide opportunity to practice assertiveness in group settings and to plan for practice in own settings. (Emphasis on positive self-image, interaction skills).
Personal Health	The objective of this unit is to increase awareness of interaction between body, thoughts, and emotions as key to health management; to provide information and participation in stress reduction techniques and exercises; to improve ability to manage health through preventative measures; and to provide opportunity to practice improvement of health habits via individual planning activities (Emphasis on active health care).
Nutrition	The objective of this unit is to increase awareness of influence that nutrition has on body and mind through demonstrations and discussion; to provide practice in discerning contents of food products; to enhance skills in meal planning, shopping, and cooking through activities and individual planning for home use (Emphasis on wise nutritional habits to prevent health problems).
Money Management	To provide opportunity to increase money management skills; to demonstrate monthly budgeting technique and to practice its use via individual budget workbooks; to increase consumer shopping skills through comparison shopping activities; to formulate individual budget plans for use at home (Emphasis on budgeting and shopping wisely).

TABLE 3 (Continued)

Topic	Content Description
Child Management	The objective of this unit is to improve parent-child interactions by providing knowledge of techniques which increase child compliance; to increase awareness of various influences on appropriate and inappropriate child behavior; to provide opportunity for participants to share experiences that can be modified for individual needs (Emphasis on enhancement of parent-child relationships).
Self-Advocacy	The objective of this unit is to establish distinction between wants and goals; to provide step-by-step practice in goal setting technique via demonstration and individualized planning; to improve participants' ability to accomplish goals set; to increase awareness of cooperative planning as source for achieving group goals (Emphasis is on self-motivated achievement).
Legal Rights	The objective of this unit is to provide Legal Rights Notebook which incorporates four key areas of concern and to practice its use; to increase ability to manage legal problems via case study demonstrations and discussion; to improve precautionary skills through preventative technique activities (Emphasis on knowledge of rights/responsibilities).
Coping with Crisis	The objective of this unit is to provide preparatory technique for handling emergency situations via Emergency Planning Worksheet; to enable participants to prevent emergency situations through us of Problem Solving Worksheets via demonstration and activities; to furnish individualized Coping With Crisis Notebooks for use in coping with emergencies and problems, and to provide activities for practicing its use. (Emphasis on preparedness).

TABLE 3 (Continued)

Topic	Content Description
Community Resources	The objective of this unit is to provide Community Resourced Notebook and practice activities for its use; to increase skills in seeking vital information/referrals through planning technique via demonstration and individual participation; to improve management abilities through increased knowledge of resource availabilities and planned follow-up actions (Emphasis on self-help organizing).
Re-Entry	The objective of this unit is to provide opportunity and activities for self-assessment and job/school assessment, in returning to or maintaining employment and/or educational settings; to increase awareness of interaction between home and work/school, and its effect on maximum, continual accomplishment; to provide practice in skills which precede improved educational or employment status (Emphasis on incorporation of skills/knowledge from previous nine topics into total survival package for re-entry maintenance).

Table 4

Survival Skills Workshops Unit Tests

Workshop		Group 1 (N=6) Pre	Post	Gain
Assertiveness	$\bar{X}$	51.0	72.0	+21.0
	SD	23.2	18.9	
Personal Health	$\bar{X}$	55.0	70.0	+15.0
	SD	20.8	11.5	
Nutrition	$\bar{X}$	45.0	60.0	+15.0
	SD	21.2	14.1	
Money Management	$\bar{X}$	34.2	69.2	+35.0
	SD	14.8	16.7	
Child Management	$\bar{X}$	20.0	70.0	+50.0*
	SD	7.1	7.1	
Legal Rights	$\bar{X}$	20.0	76.7	+56.7**
	SD	11.0	30.1	
Self Advocacy	$\bar{X}$	46.0	80.0	+34.0**
	SD	11.4	7.1	
Coping with Crisis	$\bar{X}$	30.3	75.0	+44.7**
	SD	11.6	11.5	
Community Resources	$\bar{X}$	21.6	78.4	+56.8**
	SD	13.6	4.9	
Re-Entry	$\bar{X}$	45.0	56.0	+11.0
	SD	23.5	15.2	
Total	$\bar{X}$	36.8	70.7	+34.0
	SD	13.3	7.7	

N=10 Working Days

* p .05

**p .01

Table 5

Urban Living Skills Ratings by Clients

Variable		Group 1 (N=6) Pre	Post	Gain
Social	$\bar{X}$	6.1	6.0	-0.1
	SD	0.6	0.5	
Home	$\bar{X}$	6.0	6.0	-0.0
	SD	0.7	0.2	
BS/Ed/Pro	$\bar{X}$	5.8	6.3	+0.5
	SD	0.9	0.4	
Child	$\bar{X}$	6.8	6.7	-0.1
	SD	0.3	0.2	
Personal	$\bar{X}$	5.8	6.5	+0.7*
	SD	0.9	0.5	
Crisis	$\bar{X}$	5.3	5.8	+0.5
	SD	0.6	0.5	
Total	$\bar{X}$	6.0	6.2	+0.2
	SD	0.4	0.2	

Figure Captions

Figure 1. Participant's workshop mastery scores for Group 2.

Figure 2. Participant's behavior during workshops for Group 2.

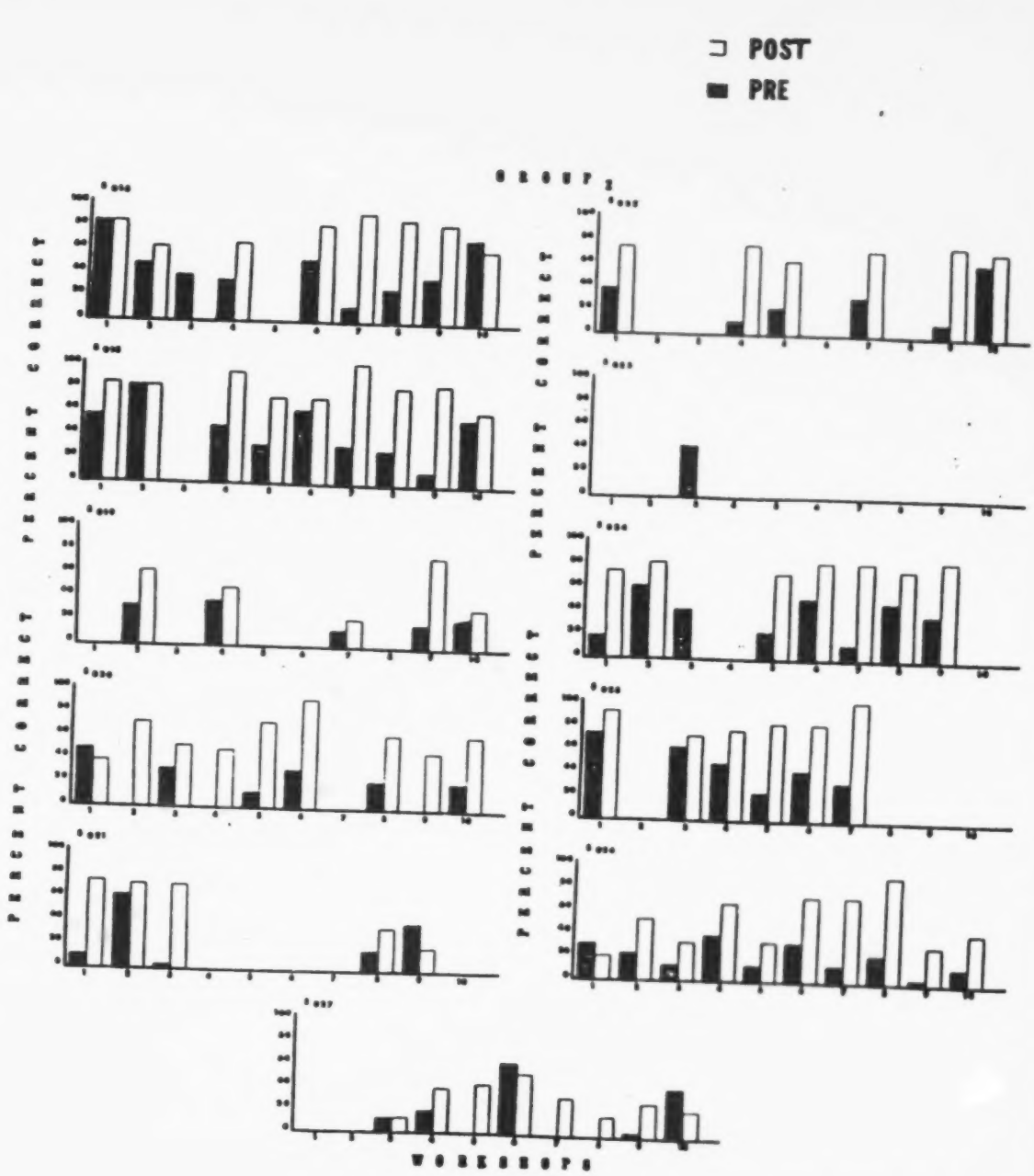
Figure 3. Community Facilitator's behavior during workshops for Group 2.

Figure 4. Participant's workshop mastery scores for Group 8.

Figure 5. Participant's behavior during workshops for Group 8.

Figure 6. Community Facilitator's behavior during workshops for Group 8.

Figure 7. Participant's workshop mastery scores for Group 20.


POST
PRE
PERCENT CORRECT
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PERCENT CORRECT
WORKSHOPS

FIG 1

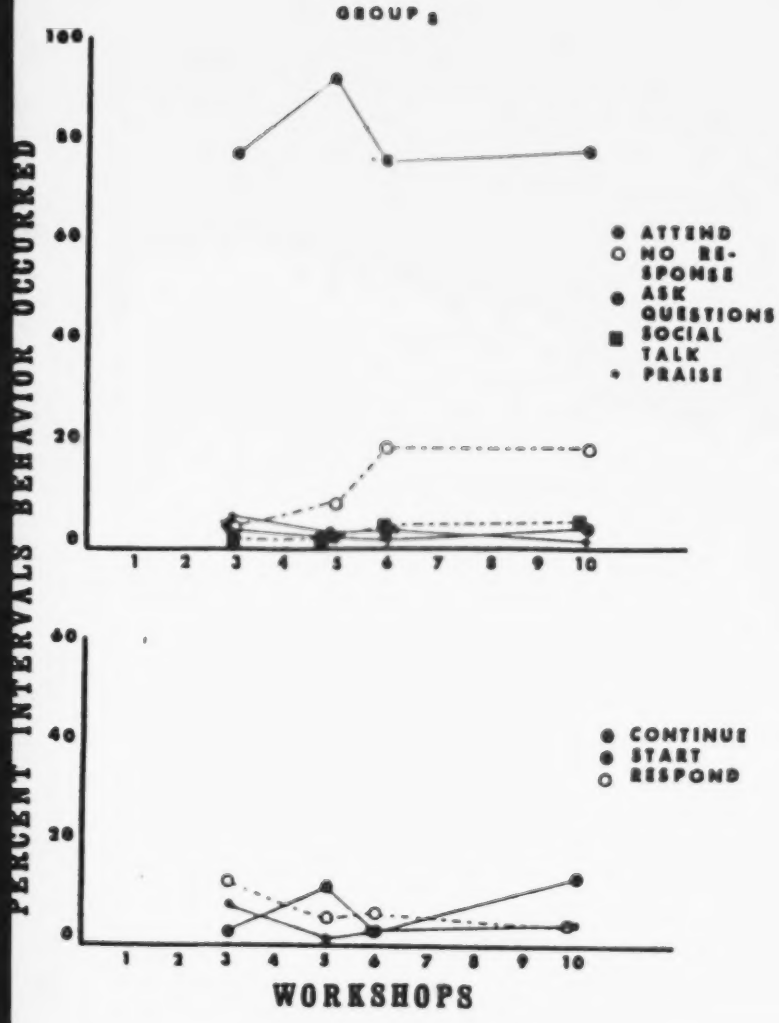
GROUP 8
PERCENT INTERVALS BEHAVIOR OCCURRED
100
80
60
40
20
0
1 2 3 4 5 6 7 8 9 10
ATTEND
NO RESPONSE
ASK QUESTIONS
SOCIAL TALK
PRAISE
60
40
20
0
CONTINUE
START
RESPOND
WORKSHOPS

FIG 5

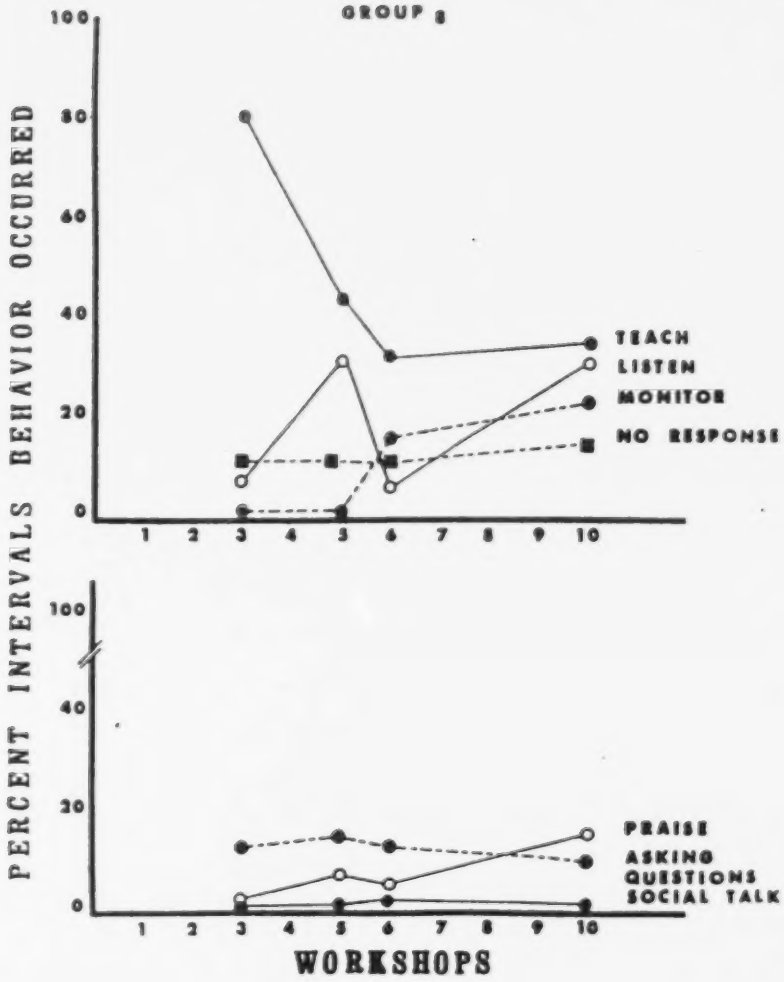
GROUP 8
PERCENT INTERVALS BEHAVIOR OCCURRED
100
80
60
40
20
0
1 2 3 4 5 6 7 8 9 10
TEACH
LISTEN
MONITOR
NO RESPONSE
100
40
20
0
PRAISE
ASKING QUESTIONS
SOCIAL TALK
WORKSHOPS

FIG 6